

BUILDING INCLUSIVE NATIONAL SERVICE ORGANIZATIONS

REFERENCE: CNCS Disability Handbook,
<http://www.serviceandinclusion.org/handbook/index.php>

“Disability . . . is not simply located in the bodies of individuals. It is a socially and culturally constructed identity. Public policy, professional practices, societal arrangements, and cultural values all shape its meaning.” Longmore and Umansky, The New Disability History, New York University Press, 2001, p. 19

LANGUAGE MATTERS: “people first” (“person with a disability”, “person with a visual impairment”) helps remind us and others that people with disabilities are people first, and are more than their disability.

INCLUSIVE SERVICE ENVIRONMENT: people with disabilities are welcomed and valued for their contributions as individuals. The presence of a disability is not seen as a detriment, but valued as part of the range of human diversity.

LEGAL BASE: Section 504, Vocational Rehabilitation Act: the Americans with Disability Act.

DEFINITION: a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

MAJOR LIFE ACTIVITIES: Functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

MAKING RECRUITMENT ACTIVITIES INCLUSIVE:

- Include images of people with disabilities as service providers in your brochures, videos, and other materials.
- Make a clear statement of your willingness to provide accommodations.
- Insert a nondiscrimination clause in all of your written materials.
- Let the public know that you will provide materials in alternate formats.
- Double check that your application forms have no questions regarding disabilities, history of disabilities (the applicant or their family), or other medical information

INCLUSIVE SERVICE DESCRIPTIONS: a critical first step to creating an inclusive service environment. The key objective of a service description is to identify the essential functions of the position.

ESSENTIAL FUNCTION: An essential function is a task or service duty that is critical to the position. If it is not performed, the nature of the position is fundamentally changed.

QUALIFIED INDIVIDUAL WITH A DISABILITY: A qualified individual with a disability is able to perform the essential functions of the position with or without accommodations.

RECRUITMENT AND RETENTION SUPPORT:

Rehabilitation Services Administration: Youth Transition Program, Work Force Investment Act, the Arizona One-Stop Connection, <http://www.de.state.az.us/rsa/>, Regional offices - Northern Arizona at 928-779-4147; Central Arizona at (602) 266-6752; or Southern Arizona at 520-628-6810 (ext. 217)

Division of Developmental Disabilities:

<http://www.azdes.gov/aspnew/default.asp>; (602) 542-6822

**Arizona Department of Education, Exceptional Student Services,
Secondary Transition:**

<http://www.ade.state.az.us/ess/SpecialProjects/transition/>; Cynthia Bryant
(602) 542-3005

Centers for Independent Living: ABIL-Arizona Bridge to Independent Living, <http://www.abil.org/>, (602) 443-0701; DIRECT-Disability Resource Center of Tucson, <http://www.directilc.org/>, (520)-624-6452 or 1-(800)-342-1853; **NHILC-New Horizons Independent Living Center**, <http://newhorizonsilc.org/>; **SMILE-Services Maximizing IL & Empowerment**, <http://www.snap211.com/org/1482438.html>; **ASSIST! to Independence**, <http://www.assisttoindependence.org/>; **CyberCIL**, <http://www.cybercil.com>

United Cerebral Palsy of Central Arizona:

http://www.ucp.org/ucp_localsub.cfm/30/12119, 602-943-5472

United Cerebral Palsy of Southern Arizona: <http://www.ucpsa.org>, (520)-795-3108

Arizona State University - Disability Resources for Students:

<http://www.asu.edu/studentaffairs/ed/drc/>, (480) 965-1234

University of Arizona's Disability Resource Center:

<http://www.arizona.edu/home/disability-access.php>, (520) 621-1425/3268

Arizona Center for the Blind and Visually Impaired:

<http://www.acbvi.org/>, (602) 273-7411

Arizona Commission for the Deaf and the Hard of Hearing:

<http://www.acdhh.org/aboutus.asp>, (602) 542-3323

Best Buddies Arizona: www.bestbuddiesarizona.org, (602) 253-6301

Job Accommodation Network: <http://www.jan.wvu.edu/>

NAMI Arizona: <http://www.namiaz.org/index.html>, (520) 622-5582, (602) 244-8166, 1-(800)-626-5022

Arizona Department of Health Services/Division of Behavioral Health Services: <http://www.azdhs.gov/bhs/aboutbhs.htm>, (602) 364-4622

The Arc of Arizona, Inc: <http://www.arcarizona.org/>, (602) 234-2721

INCLUSIVE INTERVIEW AND SELECTION: focus on questions regarding the ability of an applicant to perform the essential functions of the position with or without accommodations.

ACCESS AND ACCOMMODATION: Access means that conditions exist so that a wide range of persons with disabilities can access a building, a program, or an activity. Accommodations are the specific services, equipment, or changes in policy, procedures, or the built environment that allow an individual with a disability to participate in activities. **Resources** – see **Independent Living Centers**. Also **Arizona Technology Access Project (AZTAP)**, (602) 728-9532

RETENTION:

- Create and maintain a truly inclusive service environment
- Develop clear position descriptions that outline tasks, essential functions, and expectations

POTENTIAL BENEFIT CONFLICTS:

Depending on the type of service program and the type of government benefits, participating in a service program could jeopardize an individual's eligibility for government benefits. Most often, only fulltime AmeriCorps participants will be impacted. **Resources** – **Arizona Work Incentive Coordinator**, 602-569-8797 ext. 3515; see ABIL for **Benefit Planning, Assistance and Outreach Counselor**. Also **Arizona Center for Disability Law**, (520) 327-9547 (voice/tty), (800) 922-1447 (voice/tty); (602) 274-6287 (voice/tty), (800) 927-2260 (voice/tty)